



Remote Learning Policy

Approved by: Priory Rise Board of Governors **Date:** June 2022

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

As stated in the 'Providing Remote Education: guidance for schools' document: *"The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible."* 29th March 2022.

2. Roles and responsibilities

- Cath Dobson, Deputy Headteacher – Remote Learning lead
- IT services contractor – DMS Network Solutions
- Vickie Snell, SENCO
- Emma Pocock & Natasha Cooper, Learning Mentors

2.1. Teachers

Teachers are responsible for setting work:

- Their own class/year group as appropriate.
- 3/4 daily lessons.
- Provide a timetable of lessons across the week for the child that can be accessed remotely.
- If resources are required, they should be made available on Google Classroom at 5pm of the previous day wherever possible. This is not the case where a child accesses online learning without ample notice being given. In this event, the teacher will submit work within half a day but will always aim to do this earlier.
- There should continue to be year group meetings to ensure consistency of approach and content. These may be held remotely or in person and should continue to be weekly.
- Year leaders, in discussion with their team, should discuss the core offer those children will be receiving. This will be for example: daily maths, English, reading, phonics/spelling. Children will receive a broad and balanced curriculum.
- Where a curriculum subject cannot be taught online, where appropriate, the child will be signposted to a related activity/resource to support their independent learning.
- Teachers will consider the children in their class with special educational needs or disabilities (SEND) and will consider how best the child will access remote learning and tailor provision for them as appropriate in conjunction with the parents and SEND co-ordinator.
- There is an acknowledgement that not every lesson lends itself to teaching online e.g. practical science element.

Providing feedback on work:

- Pupils will upload their work onto Google Classroom to submit work to their teacher that can then be marked following our feedback and marking policy.
- Some feedback will be given via the learning platform – such as MyMaths, Tapestry.
- Teachers might also share successes of children through Marvellous Me with parents.
- Teachers will provide written feedback via email for pupils where work is submitted via email/Google Classroom.

- During live lessons, teachers will give verbal feedback, where appropriate.
- Feedback to children should be completed before the start of the next lesson in that particular curriculum area.

Keeping in touch with pupils who are not in school and their parents:

- Children will have access to live lessons, where a teacher will address them through the live feed.
- Parents/children who are not in school are welcome to email the year group email address with queries or questions and completed work. Teachers will respond to these emails within working hours. Teachers will not respond to emails during their teaching time.
- Should children have a query for their teacher regarding their work, they are able to add private comments when submitting work (unseen to anyone but the teacher) or for a more general question the child can post in Google Classroom on the 'stream'. Children are also welcome to use the year group email. Please note that the teacher will not respond to the email within teaching timeframes.
- Should a parent have a query, please refer this to the class teacher/year leader who will aim to respond within a 24-hour period of time.
- Should a safeguarding concern be raised, please seek a Designated Safeguarding Lead (DSL) and follow the usual safeguarding procedures (as recorded in the Child Protection and Safeguarding Policy).
- If a child is not completing work set by the school, in the first instance a telephone call with the family is recommended to discuss any particular concerns that can be overcome. Should this continue to be the case, the year leader will be alerted to engage with the family.

Attending virtual meetings with staff, parents and pupils:

- Priory Rise School expect members of staff to adhere to the dress code (see staff handbook)
- Location – it is important to consider where the virtual meeting is taking place. Consider your background, ensure no confidential information is in the background of your screen; ensure you are attending the meeting from a quiet location where children cannot be seen in the background.

Lockdown – should there be a further lockdown, staff will ensure that contact is made with the child and family via Google Classroom and/or a phone call as deemed appropriate. In rare circumstances, a member of staff may visit the family home.

2.2. Teaching assistants

When supporting a teacher who is not on site, the teaching assistant is responsible for:

- Managing behaviour of children in the classroom
- Organising movement of children around the school
- Welcoming and dismissing children from the building

Attending virtual meetings with teachers/colleagues:

- When attending virtual meetings, teaching assistants will ensure that the school dress code is adhered to
- If in a virtual meeting from school, ensure that sensitive material/photographs/children are not in the background
- If in a virtual meeting from home, again ensure that the background is appropriate, and that confidentiality of any agenda items are not breached

2.3. Subject leads

Specialist teachers employed by the school may need to consider how their curriculum subject needs to change to accommodate remote learning. These subjects will include computing, music and PE.

The SENCO will also liaise with members of the teaching team to ensure provision is appropriate for the needs of SEND children. The SENCO will be available to discuss any needs/resourcing issues/additional support that should be put into place.

Learning mentors will continue to reach out to key families in the school community.

2.4. Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Cath Dobson will have overall responsibility for this role. However, each year leader is responsible for the organisation of their curriculum, planning and delivery
- Monitoring the effectiveness of remote learning – regular reviews of practice will be carried out to ensure the best possible provision for the children of Priory Rise. This will include regular meetings with teachers, reviewing work set, asking for feedback from parents and children
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that for children who are using the remote learning provision, their attendance is recorded and the child's engagement with remote education is monitored. This attendance will not be tracked in the attendance register.

2.5. Designated safeguarding lead

The DSL is responsible for the safety and wellbeing of the children at Priory Rise School. This includes children both on the school site and those who are working online (See Online Safety Policy and Acceptable Use and ICT policy).

2.6. IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Supporting with technical issues
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Supporting in the training of staff where appropriate

2.7. Pupils and parents

Staff can expect pupils learning remotely to:

- Listen carefully to my teacher and engage with lessons, following the teacher's instructions
- Dress appropriately for lessons
- Avoid snacking during lessons
- Let the class teacher know if work is challenging/unable to complete work
- Complete work set online to the deadline set by the class teacher
- Be contactable during the school day.
- Alert teachers if they are not able to complete work
- Wherever possible, remain visually available during the lesson. A webcam should be turned on in order for the teacher to see, engage and monitor the child

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick and unable to attend school remotely
- Ensure that pupils maintain an acceptable standard of behaviour when joining a live teaching session from home - ensuring they follow teacher instructions etc.
- Ensure that other members of the household behave appropriately during a live teaching session - using appropriate language and behaviour that does not distract the other pupils
- Keep the links to live teaching sessions confidential and not share these with any third parties
- Ensure they do not record any part of any live teaching sessions or pre-recorded sessions (either photographs, video or audio) and do not share with any third parties or on social media platforms
- Raise any concerns regarding the live lessons appropriately with year leaders at the school
- Not attempt to engage directly with the teacher at any time during a live teaching session
- Inform the teacher if their child is finding difficulty in completing the work set
- Be respectful when raising concerns with the teacher – either by phone or email

2.8. Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – relevant class teacher/year leader
- Issues with behaviour – class teachers will discuss with Year Leader/SLT
- Issues with IT – parents should contact the office team in the first instance
- Issues with their own workload or wellbeing – Year Leader/Cath Dobson
- Concerns about data protection – Julia Strong
- Concerns about safeguarding – Ruth Seagar, Cath Dobson, Kate Truan, Corinne Benham-Smith, Julia Strong, Emma Pocock, Laura Pry

4. Data protection

4.1. Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access data through SIMs. This can only be accessed from a school laptop. Staff are unable to use SIMs and access information from any other device.

4.2. Processing personal data

Staff members may need to access and/or share personal data such as a child's telephone number, email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to access and/or share as little personal data as possible online. Immediately having used SIMS, staff members will close the program. Staff must ensure that the laptop is not left on and open where others may see the information.

4.3. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Ensuring that, if leaving a device, the screen is closed
- Not sharing the device among family or friends
- Avoid tampering with or attempting to bypass any antivirus or security software
- Not disabling or bypassing any operating system updates and ensuring computers are restarted regularly (outside of teaching hours) to allow such updates to take place

5. Safeguarding

Whether in school or online through remote learning, safeguarding is still at the core of our practice. If a member of staff has a safeguarding concern, they will continue to follow the usual protocols (as Safeguarding policy suggests).

If a member of staff has a concern, they should contact a DSL to seek advice.

DSLs: Ruth Seagar, Cath Dobson, Kate Truan, Corinne Benham-Smith, Julia Strong, Emma Pocock, Laura Pry.

6. When to access remote learning

Remote learning will be put into place when:

- Leaders decide that it is not possible for their setting to open safely
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but can continue learning, for example pupils with an infectious illness
- A child is asked to isolate because of COVID-19 and is asymptomatic or has very mild symptoms
- A class is asked to isolate
- In discussion with the head, the child is deemed extremely critically vulnerable and accesses learning from home

Children who are poorly because of COVID-19 or for other reasons should not be accessing the remote learning provision.

If a family are abroad, Google Classroom will not be offered as an alternative form of receiving education. With all these situations, the head will identify the level of suitability and need on an individual basis.

7. Monitoring arrangements

This policy will be reviewed at regular intervals. At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection and Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- Acceptable use and ICT policy
- Online safety policy
- Staff handbook – absence and dress code
- Social Networking Policy

Appendix A - Remote Learning Agreement

The school will:

- Provide access to live teaching/pre-recorded lessons each day ensuring a broad and balanced curriculum is accessible to pupils during a lockdown or where a class has been asked to work remotely
- Provide secure links sent by email/Google Classroom to access the live sessions
- Provide activity sheets and other supporting materials for pupils to complete work on the year group Google Classroom platform (where appropriate)
- Ensure that when live teaching is being led from the classroom at school, the camera will not show any pupils in the class, only the board and teacher when a single child is isolating. Where teaching of the whole cohort is remote, children will be able to see each other and the teacher in Google Classroom.
- Ensure that any individual pupils not attending school due to self-isolation have at least weekly contact with the pupil's class teacher to see if further support can be offered to access the learning materials. This applies to individual pupils who are not at school. This does not apply when a class or year group are isolating.
- Provide feedback to children about their work either verbally or via email about completed pieces of work
- Where a child is isolating because of COVID-19, remote learning will be made available. Please allow half a day from the point of request for resources/live teaching to become available.

Parents will:

- Ensure that pupils maintain an acceptable standard of behaviour when joining a live/pre-recorded session from home - ensuring they follow teacher instructions etc.
- Ensure that other members of the household behave appropriately during a live teaching/pre-recorded session - using appropriate language and behaviour that does not distract the other pupils
- Keep the links to live teaching/pre-recorded sessions confidential and not share these with any third parties
- Ensure they do not record any part of any live teaching sessions or pre-recorded sessions (either photographs, video or audio) and do not share with any third parties or on social media platforms
- Raise any concerns regarding the live lessons appropriately with year leaders at the school
- Not attempt to engage directly with the teacher at any time during a live teaching session
- Inform the teacher if their child is finding difficulty in completing the work set
- Be respectful when raising concerns with the teacher – either by phone or email
- Request home learning and recognise that this may take up to half a day to set up
- Ensure that, where Google Classroom has been requested by the parent/carer, that their child attends and is punctual to lessons

Pupils will:

- Arrive for lessons punctually and ready to learn
- Ensure that they are present in the virtual classroom and engage with questions asked
- Have resources ready at their workspace
- Listen carefully to the teacher and follow the teacher's instructions
- Engage with lessons
- Dress appropriately for lessons i.e., not in pyjamas, bare chested
- Avoid snacking during lessons
- Inform the class teacher if work is challenging or unable to complete work – this can be done verbally in the live lessons, in the Google Classroom 'stream' or via email
- Complete work set online to the deadline set by the class teacher

By taking part in live lessons, parents and children are agreeing to the above code of conduct. Any parents who are not able to follow this agreement will not be able to have access to live teaching for their children.